

Hickory Tavern Middle

163 Neely Ferry Road
Gray Court, S.C. 29645

Grades 6-8 Middle School

Enrollment 337 Students

Principal Russell H. Scott 864-575-4301

Superintendent Edgar C. Taylor, Ed.D. 864-984-3568

Board Chair Rev. Charlie Short 864-681-3664

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	13	28	3

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 13 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	No
2004	Average	Below Average	No
2005	Average	Unsatisfactory	No
2006	Average	Unsatisfactory	No

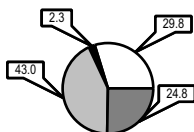
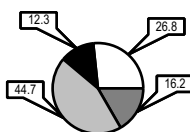
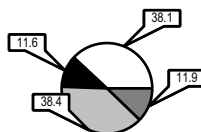
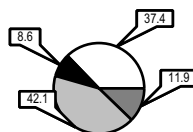
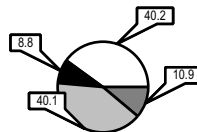
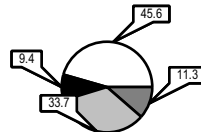
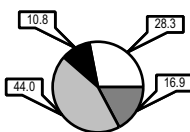
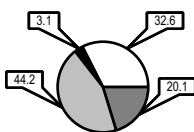
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	97.8
English 1	N/A	95.8
Biology 1/Applied Biology 2	N/A	67.8
Physical Science	N/A	69.4
All Subjects	N/A	96.4

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	331	99.7	29.9	42.9	24.9	2.3	36.2	Yes	Yes
Gender									
Male	157	99.4	35.3	45.3	19.4	0.0	24.5	N/A	N/A
Female	174	100.0	25.3	40.7	29.6	4.3	46.3	N/A	N/A
Racial/Ethnic Group									
White	287	99.7	26.5	43.5	27.7	2.3	40.0	Yes	Yes
African American	36	100.0	45.5	42.4	9.1	3.0	15.2	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	272	100.0	20.3	47.2	29.7	2.8	43.5	N/A	N/A
Disabled	59	98.3	72.7	23.6	3.6	0.0	3.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	331	99.7	29.9	42.9	24.9	2.3	36.2	N/A	N/A
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	324	99.7	28.9	43.2	25.5	2.4	37.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	195	99.5	40.1	41.9	17.4	0.6	26.2	No	Yes
Full-pay meals	136	100.0	16.3	44.2	34.9	4.7	49.6	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	331	100.0	26.8	44.7	16.2	12.3	37.7	Yes	Yes
Gender									
Male	157	100.0	28.6	40.0	19.3	12.1	40.7	N/A	N/A
Female	174	100.0	25.3	48.8	13.6	12.3	35.2	N/A	N/A
Racial/Ethnic Group									
White	287	100.0	23.0	46.0	16.9	14.2	40.6	Yes	Yes
African American	36	100.0	54.5	33.3	12.1	0.0	21.2	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	272	100.0	17.9	48.8	18.3	15.0	43.9	N/A	N/A
Disabled	59	100.0	66.1	26.8	7.1	0.0	10.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	331	100.0	26.8	44.7	16.2	12.3	37.7	N/A	N/A
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	324	100.0	26.4	44.7	16.3	12.5	38.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	195	100.0	35.3	43.9	13.3	7.5	30.6	No	Yes
Full-pay meals	136	100.0	15.5	45.7	20.2	18.6	47.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	331	100.0	38.1	38.4	11.9	11.6	23.5
Gender							
Male	157	100.0	37.9	33.6	11.4	17.1	28.6
Female	174	100.0	38.3	42.6	12.3	6.8	19.1
Racial/Ethnic Group							
White	287	100.0	34.9	38.3	13.8	13.0	26.8
African American	36	100.0	57.6	42.4	0.0	0.0	0.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	272	100.0	28.9	42.7	14.2	14.2	28.5
Disabled	59	100.0	78.6	19.6	1.8	0.0	1.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	331	100.0	38.1	38.4	11.9	11.6	23.5
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	324	100.0	37.6	38.6	12.2	11.5	23.7
Socio-Economic Status							
Subsidized meals	195	100.0	46.2	39.3	8.7	5.8	14.5
Full-pay meals	136	100.0	27.1	37.2	16.3	19.4	35.7

Social Studies							
All Students	331	100.0	37.4	42.1	11.9	8.6	20.5
Gender							
Male	157	100.0	37.9	35.0	17.1	10.0	27.1
Female	174	100.0	37.0	48.1	7.4	7.4	14.8
Racial/Ethnic Group							
White	287	100.0	34.9	41.8	13.4	10.0	23.4
African American	36	100.0	54.5	42.4	3.0	0.0	3.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	272	100.0	28.9	47.6	13.8	9.8	23.6
Disabled	59	100.0	75.0	17.9	3.6	3.6	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	331	100.0	37.4	42.1	11.9	8.6	20.5
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	324	100.0	37.3	41.7	12.2	8.8	21.0
Socio-Economic Status							
Subsidized meals	195	100.0	46.2	42.2	7.5	4.0	11.6
Full-pay meals	136	100.0	25.6	41.9	17.8	14.7	32.6

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	118	100.0	33.0	38.8	23.3	4.9	28.2
	7	121	98.4	23.4	54.2	19.6	2.8	22.4
	8	112	100.0	33.0	45.6	15.5	5.8	21.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	99	99.0	29.5	37.5	27.3	5.7	33.0
	7	122	100.0	28.6	46.4	23.2	1.8	25.0
	8	110	100.0	31.7	43.6	24.8	0.0	24.8
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	118	100.0	21.4	46.6	22.3	9.7	32.0
	7	121	99.2	22.4	51.4	12.1	14.0	26.2
	8	112	100.0	53.4	36.9	7.8	1.9	9.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	99	100.0	11.2	42.7	27.0	19.1	46.1
	7	122	100.0	23.2	45.5	17.0	14.3	31.3
	8	110	100.0	44.6	45.5	5.9	4.0	9.9
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	118	100.0	34.0	36.9	13.6	15.5	29.1
	7	121	99.2	27.1	43.9	16.8	12.1	29.0
	8	112	100.0	52.4	35.0	7.8	4.9	12.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	99	100.0	44.9	31.5	13.5	10.1	23.6
	7	122	100.0	33.9	34.8	15.2	16.1	31.3
	8	110	100.0	36.6	48.5	6.9	7.9	14.9
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	118	100.0	40.8	41.7	13.6	3.9	17.5
	7	121	99.2	29.0	57.0	7.5	6.5	14.0
	8	112	100.0	38.8	38.8	13.6	8.7	22.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	99	100.0	40.4	41.6	11.2	6.7	18.0
	7	122	100.0	41.1	33.9	13.4	11.6	25.0
	8	110	100.0	30.7	51.5	10.9	6.9	17.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 337)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	15.2%	16.7%
Retention rate	0.6%	Down from 2.5%	2.3%	2.5%
Attendance rate	95.0%	Down from 95.3%	95.8%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.3%	Down from 0.9%	0.3%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 0.9%	0.3%	1.0%
Eligible for gifted and talented	14.4%	Up from 13.2%	16.4%	15.6%
On academic plans	46.7%	N/AV	45.0%	39.9%
On academic probation	0.0%	N/AV	0.8%	0.7%
With disabilities other than speech	17.0%	Down from 21.2%	13.3%	12.4%
Older than usual for grade	4.7%	Down from 4.9%	4.6%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	1.1%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 17)				
Teachers with advanced degrees	58.8%	Down from 61.1%	50.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	19.1%	N/A	7.9%	9.1%
Teachers with emergency or provisional certificates	0.0%	No change	4.7%	5.6%
Teachers returning from previous year	86.3%	Down from 88.9%	84.0%	84.6%
Teacher attendance rate	95.4%	Up from 94.7%	94.9%	94.8%
Average teacher salary	\$41,970	Up 0.7%	\$41,563	\$42,267
Prof. development days/teacher	12.2 days	Up from 10.1 days	12.6 days	11.9 days
School				
Principal's years at school	1.0	Down from 4.0	3.0	3.0
Student-teacher ratio in core subjects	24.8 to 1	Down from 25.9 to 1	21.1 to 1	21.1 to 1
Prime instructional time	88.8%	Down from 89.1%	89.0%	89.0%
Dollars spent per pupil*	\$5,042	Down 5.2%	\$6,053	\$6,243
Percent of expenditures for teacher salaries*	59.8%	Down from 61.4%	61.1%	59.8%
Percent of expenditures for instruction*	65.5%		66.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	97.5%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hickory Tavern Middle School (grades 6 - 8) is implementing a true middle school concept. We offer a five-block schedule with students in language arts, math, science, social studies, and exploratory classes on a daily basis. This promotes an intensive and enriching environment for our students.

Our school has contracted with Northwest Evaluation Association to assess students using their online Measures of Academic Progress (MAP) in the areas of language arts, math, reading, and science. Students are assessed three times per year to determine academic progress, and the data is used to target areas of strengths and improvement. Our faculty continuously utilizes available data to differentiate and improve classroom instruction.

Hickory Tavern Middle School also completed the Southern Association of Colleges and Schools evaluation. Through this process we had the opportunity to self reflect and review areas of strengths and weaknesses. Improvement will be seen from this process.

The School Improvement Council was helpful this year. One goal was to increase community involvement and we believe this goal was met.

Hickory Tavern Middle School continues to strive to improve the educational opportunities offered to our students. The faculty and staff worked with the parents and community to continually improve our educational system. We believe that through this joint effort our school and students will continue to grow. We look forward to a new year.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	15	0	0
Percent satisfied with learning environment	93.3%	N/R	N/R
Percent satisfied with social and physical environment	100.0%	N/R	N/R
Percent satisfied with school-home relations	92.9%	N/R	N/R

*Only students at the highest middle school grade level at this school and their parents were included.